



## DENMARK-OLAR ELEMENTARY

1459 Solomon Blatt  
Denmark, SC 29042

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	439 Students	
<b>Principal</b>	Tonya D. Thomas	803-793-3112
<b>Superintendent</b>	Dr. Jake Sello	803-793-3346
<b>Board Chair</b>	Larry Bias	803-793-5929

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

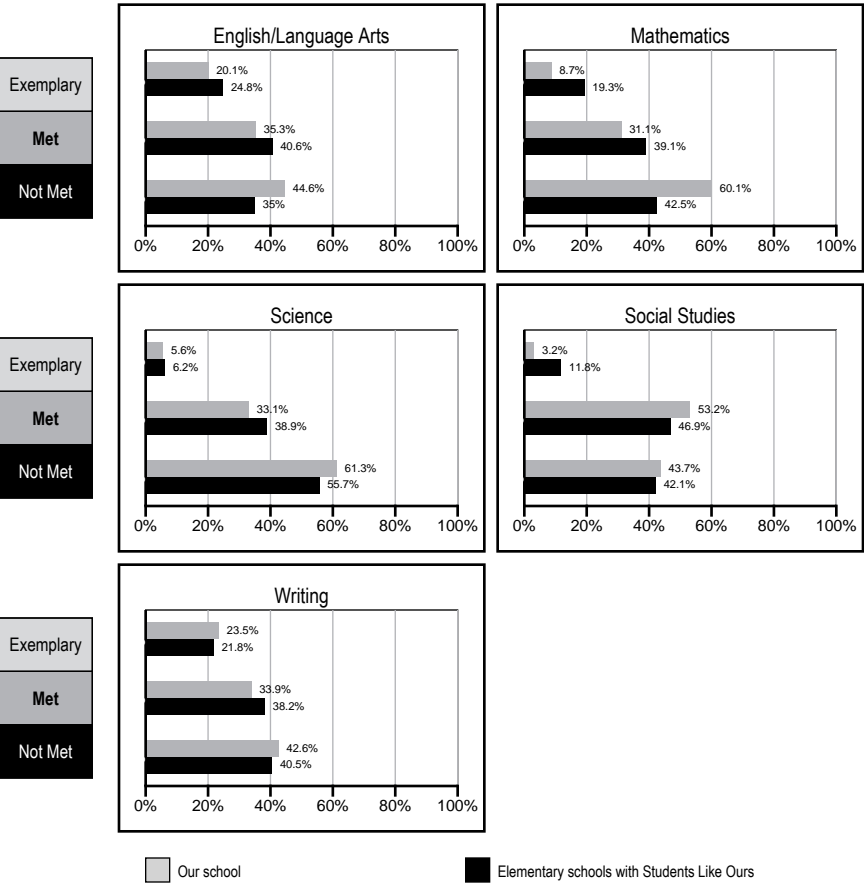
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	76	56	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=439)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.9%	Up from 4.8%	1.5%	1.2%
Attendance rate	96.9%	Up from 96.0%	95.9%	96.1%
Eligible for gifted and talented	2.5%	Up from 0.0%	4.3%	11.7%
With disabilities other than speech	8.0%	Up from 5.1%	8.3%	8.0%
Older than usual for grade	2.9%	Down from 3.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	64.5%	Up from 51.6%	60.0%	60.5%
Continuing contract teachers	64.5%	Down from 67.7%	78.9%	84.6%
Teachers with emergency or provisional certificates	18.5%	Up from 13.3%	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 79.7%	83.2%	87.0%
Teacher attendance rate	94.4%	Down from 95.0%	95.4%	95.4%
Average teacher salary*	\$41,789	Down 2.1%	\$45,499	\$47,288
Professional development days/teacher	7.3 days	Down from 9.2 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 21.2 to 1	17.2 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 90.6%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,507	Up 0.5%	\$8,762	\$7,548
Percent of expenditures for instruction**	62.2%	Up from 61.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	56.6%	Down from 57.5%	62.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

There were many enriching activities that took place during the 2009-2010 school year for our students. We worked hard to provide an atmosphere conducive to learning and enjoyable to our students. The faculty and staff at Denmark-Olar Elementary School are committed to continuously improving student achievement and increasing academic excellence in all areas. We truly believe each child can achieve. We have completed our third year with our new curriculum, which further increased the level of classroom instruction. We continued implementation of PBIS (Positive Behavior Interventions and Support). We are putting special emphasis on students respecting each other, helping each other, and emphasizing a bully-free environment. We believe all students should feel safe at school.

With the assistance of our School Improvement Council, and PTO, we continue to encourage parents and the community to aid us in meeting the challenge of educating the whole child. Additionally, in celebration of exceptional staff leadership, Mrs. Cynthia Jacobs was elected Teacher of the Year for our school and went on to become District School Teacher of the year, and Mrs. Elaine Thomas was voted Staff Person of the Year.

At Denmark-Olar Elementary School, our philosophy is that all children can and will learn to their fullest potential. We are preparing our students to become productive citizens in a global society. As principal of Denmark-Olar Elementary School, I feel that we have had a very successful school year and look forward to working with our parents during the upcoming school year.

Isaiah Echols, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	61	52
Percent satisfied with learning environment	68.6%	93.4%	70.6%
Percent satisfied with social and physical environment	65.7%	86.7%	68.0%
Percent satisfied with school-home relations	54.3%	86.9%	76.9%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	21.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.7%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	195	94.9	44.9	35.1	20	71.9	66.6	83.5	Yes	Yes
<b>Gender</b>										
Male	84	95.2	50	37.5	12.5	66.3	59.1	80.1	N/A	N/A
Female	111	94.6	41	33.3	25.7	76.2	73.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	89.6	I/S	I/S
African American	186	94.6	44.6	35	20.3	72.3	66.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	32	81.3	81.3	15.6	3.1	40.6	28.8	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	182	95.1	45.2	34.5	20.3	71.8	65.7	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	195	98	60.8	30.6	8.6	52.2	49.6	80.4	No	Yes
<b>Gender</b>										
Male	84	97.6	61.7	25.9	12.3	51.9	50.3	78.4	N/A	N/A
Female	111	98.2	60	34.3	5.7	52.4	48.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	87.8	I/S	I/S
African American	186	97.9	60.1	31.5	8.4	52.8	50.3	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	32	93.8	87.5	9.4	3.1	21.9	16.9	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	30.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	182	98.4	61.8	30.3	7.9	51.7	48.3	72.8	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	130	97.7	59.8	34.4	5.7	40.2	31.4	67.3
Gender								
Male	62	98.4	60.3	29.3	10.3	39.7	28.1	66.9
Female	68	97.1	59.4	39.1	1.6	40.6	35.1	67.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.6
African American	124	97.6	60.7	34.2	5.1	39.3	31.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	91.7	81.8	13.6	4.5	18.2	9.5	33.8
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	120	97.5	60.5	35.1	4.4	39.5	29.3	55.4

Social Studies

All Students	131	99.2	43.2	53.6	3.2	56.8	47.2	70.9
Gender								
Male	50	98	54.2	41.7	4.2	45.8	39.8	70.1
Female	81	100	36.4	61	2.6	63.6	52.9	71.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.2
African American	124	99.2	42.9	53.8	3.4	57.1	46.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	93.8	73.3	20	6.7	26.7	16.1	39.3
Migrant Status								
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	123	99.2	43	53.7	3.3	57	47.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	193	97.4	42.3	34.1	23.6	57.7	54.3	72.1	96.9	97.9
Gender										
Male	83	95.2	49.4	31.2	19.5	50.6	46.4	65.2	96.4	97.6
Female	110	99.1	37.1	36.2	26.7	62.9	62	79.2	97.4	98.1
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	I/S	80.8	88.9	92
African American	184	97.8	42.3	33.7	24	57.7	53.9	59.7	97.2	98.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	64.6	95.8	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	96.4	97.6
Disability Status										
Disabled	32	90.6	86.7	10	3.3	13.3	11.9	27.7	94.4	96.1
Migrant Status										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	63.5	96.5	97.8
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	63.7	95.9	97.7
Socio-Economic Status										
Subsidized meals	185	97.3	43.1	33.3	23.6	56.9	52.3	61.9	96.8	97.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	66	100	32.3	45.2	22.6	67.7
	4	64	98.4	48.3	31.7	20	51.7
	5	64	98.4	49.2	37.7	13.1	50.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	96.7	40.4	24.6	35.1	59.6
	4	69	89.9	47.7	40	12.3	52.3
	5	64	98.4	45.2	40.3	14.5	54.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	66	100	62.9	30.6	6.5	37.1
	4	64	98.4	61.7	36.7	1.7	38.3
	5	64	100	58.1	35.5	6.5	41.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	98.4	75.4	15.8	8.8	24.6
	4	69	95.7	50.8	43.1	6.2	49.2
	5	64	100	57.1	31.7	11.1	42.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	50	40.6	9.4	50
	4	64	98.4	51.7	45	3.3	48.3
	5	35	100	N/AV	N/AV	N/AV	48.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	29	100	74.1	14.8	11.1	25.9
	4	68	100	52.3	44.6	3.1	47.7
	5	32	90.6	65.5	27.6	6.9	34.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	33	100	26.7	56.7	16.7	73.3
	4	64	98.4	31.7	65	3.3	68.3
	5	30	100	70	23.3	6.7	30
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	31	100	50	43.3	6.7	50
	4	68	100	N/A	N/A	N/A	67.7
	5	32	96.9	60	33.3	6.7	40
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	67	100	38.1	41.3	20.6	61.9
	4	64	98.4	50	38.3	11.7	50
	5	63	95.2	32.8	48.3	19	67.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	60	100	47.4	29.8	22.8	52.6
	4	69	98.6	40.9	40.9	18.2	59.1
	5	64	93.8	39	30.5	30.5	61
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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